

COLLABORATIVE PLAN AND FUNDING APPLICATION

For Special Education Cooperatives

Caveland Educational Support Center
SPECIAL EDUCATION COOPERATIVE

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Bowling Green
CITY

KY
NAME OF FISCAL AGENT

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Member Districts:

Allen	Barren	Bowling Green
Butler	Caverna	Cumberland
Edmonson	Glasgow	Green
Hart	Logan	Metcalfe
Monroe	Russellville	Simpson
Todd	Warren	

Regional Service Area 2

Federal Fiscal Year 2005
School Year 2004-2005

COLLABORATIVE PLAN AND FUNDING APPLICATION for Special Education Cooperatives

Instructions for Submitting

The completion of the collaborative planning process at the regional level results in the development of the regional plan and funding application for Special Education Cooperatives which is submitted to the Kentucky Department of Education, postmarked no later than May 28, 2004.

Compliance to general and specific program assurances is the responsibility of the governing board of the Special Education Cooperatives. The Assurance Certification, page 4, is the signed statement that assures all legal requirements are met in accordance with federal and state laws and regulations which define specific program activities and expenditure of funds described in this application.

The Cooperative's board chair and fiscal agent administrator must sign the Assurance Certification, page 4, authorizing the fiscal agent to accept funds and conduct programs that support regional goals, operations, and the priority needs of the districts within the Special Education Cooperative area. A copy of the minutes authorizing the submission of the *Special Education Collaborative Plan and Funding Application* must be maintained on file in the office of the director of the cooperative.

Eligibility Criteria to Apply

Cooperatives must:

- Operate as a nonprofit agency which may operate under an inter-local agreement;
- Establish a governing board of directors made up of member districts' superintendents or designees, and designated as the decision-making body;
- Assign a director for the cooperatives;
- Identify a fiscal agent to receive, hold and disburse the cooperatives' funds; and
- Adopt policies and procedures related to organizational structure and function, operation, administration and supervision, use of funds, reporting, and annual program evaluation.

Criteria to Receive Funds

Cooperatives use State Share Restricted Funds for the following:

- Administrative costs;
- Providing professional development and parent training;
- Providing technical assistance in such areas as monitoring, complaint investigation, child evaluation, due process, needs assessment, and program development;
- Implementing statewide, regional and local initiatives;
- Networking and distributing information;

- Coordinating services and resources; and
- Providing services that are more feasible and cost effective if provided on a regional basis.

General Functions of Cooperatives

A Special Education Cooperative shall provide training and technical assistance in the statewide priorities established by the Kentucky Department of Education:

- Assist planning and implementation of professional development, with technical assistance follow-up;
- Assist member districts and Regional Exceptional Children Consultants with self-study, monitoring visits, and corrective action plans;
- Address needs of locally underserved populations;
- Identify regional needs and facilitate plans to address those needs;
- Cooperate and collaborate with other groups and agencies;
- Serve as liaison and disseminate information to Local Education Agencies from Kentucky Department of Education and other agencies;
- Address regional needs which cannot be met through local resources alone;
- Build local and regional capacity through pooling of resources;
- Coordinate delivery of related and support services; and
- Support and expand research-based practices and initiatives.

Assurance Certification

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the ***Cooperative Policies and Procedures Manual***. It is understood that this application constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

Caveland Educational Support Center

Special Education Cooperative

Fiscal Agent Administrator

Date

Chair
Governing Board of Directors

Date

Assurances for Special Education Cooperatives

1. The Cooperative will administer the project in accordance with all applicable statutes, regulations, policies and procedures, and the Cooperatives' *Collaborative Plan and Funding Application*.
2. Before the Cooperative's *Collaborative Plan and Funding Application* is submitted, the Cooperative affords a reasonable opportunity for public comment on the plan and has considered such comment.
3. The Cooperative will coordinate and collaborate with other agencies providing services including health and social services.
4. The Cooperative will cooperate in carrying out any evaluation of the Cooperative conducted by or for the Kentucky Department of Education (KDE), or the U. S. Department of Education (USDE).
5. The Cooperative will:
 - provide timely program reports to the KDE on activities and expenditures, including reports requested by the USDE; and
 - maintain records, provide information, and afford access to the records as the KDE or the USDE may find necessary to carry out their responsibilities.
6. The Cooperative assures that a comprehensive needs assessment was conducted prior to completing the *Collaborative Plan and Funding Application* to determine the services that the Cooperative will provide to its member districts.
7. The Cooperative will comply with the *Civil Rights Act of 1964*, Title IX of the *Education Amendments of 1972*, Section 504 of the *Rehabilitation Act of 1973*, and the *Age Discrimination Act*, prohibiting discrimination on the basis of race, color, national origin, sex, handicap, or age.
8. The Cooperative assures that it will provide equitable access to and equitable participation in the project by addressing the special needs of students, teachers, and other project beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age.
9. The Cooperative will comply with the *Single Audit Act*.
10. The Cooperative has control of Individuals with Disabilities Education Act, Part B (IDEA-B) funds received and holds title to property acquired with the funds. The Cooperative will administer the funds and property as required by IDEA-B and for the purpose for which they are granted. The Cooperative retains control in the event of contractual arrangements made with other parties.

11. The Cooperative will use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for IDEA-B funds paid to the Cooperative.
12. The Cooperative assures that:
- no federal appropriated funds have been paid, or are paid by or on behalf of the Cooperative to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress, in connection with making any federal grant, for entering into any cooperative agreement, or the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;
 - if any funds other than federal appropriated funds have been paid or are paid to any person for influencing or attempting to influence an officer or employee of any agency in connection with the federal grant, the director shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure;
 - the director shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.
13. Federal funds received will not be used to acquire equipment (including computer software) when such acquisition results in a direct financial benefit to an organization representing the interests of the Cooperative or its employees or any affiliate of such organization.
14. The Cooperative will maintain procedures to minimize the time elapsing between the transfer of federal grant funds and their disbursement.
15. Any plan, budget, evaluation, periodic program plan, or report relating to the cooperative is made readily available to the general public for the purpose of public inspection. The Cooperative will comply with the *Stevens Amendment* on open records.
16. The Cooperative will comply with the *Debarment, Suspension, and other Responsibility* regulation.
17. The Cooperative will comply with the *Americans with Disabilities Act of 1990 (ADA)*.
18. The Cooperative will comply with the *Family Educational Rights and Privacy Act of 1974 (FERPA)*.
19. The expenditures of IDEA-B funds for services and goods are made exclusively for the benefit of children who meet the definitions and eligibility criteria for programs for exceptional children as found in Kentucky Administrative Regulation 707 KAR Chapter 1.

Executive Summary

- I. MISSION STATEMENT:** Kentucky's Special Education Cooperatives will enhance the education opportunities and outcomes of students by providing effective leadership and delivering specialized services in partnership with the Kentucky Department of Education, local school districts, institutes of higher education and other service providers.

II. PROCESS OF DEVELOPING THE COLLABORATIVE PLAN FOR SPECIAL EDUCATION COOPERATIVES

- A. How were planning and needs assessment teams organized?

One team included members of the Caveland Advisory Council. A second team included staff of the cooperative. In both cases, the entire group served as the planning and needs assessment team rather than subcommittees so that all members had equal input.

- B. Who served on planning and needs assessment teams and the groups they represented?

The Advisory Council of the cooperative served as one planning and needs assessment team. This group includes the Directors of Special Education of the 17 school districts served by the cooperative, the director of the Regional Training Center, representatives from Western Kentucky University, and two retired special educators who remain active in the field. These individuals represent parents and professionals in the Caveland region. A second planning and needs assessment team included staff of the special education and regular education cooperative.

- C. How were the needs of the participating districts determined?

Data was gathered and presented to each team. The data included: December 1 Child Count, KCMP Monitoring Data, NCLB Reports, Kentucky Performance Report Standard Score Gap figures and a summary of three different surveys. In addition, each Director of Special Education was asked to bring information from their Comprehensive District Improvement Planning Process to the meeting in which data was reviewed and activities were recommended.

- D. How were goals and strategies decided upon?

The members of the Caveland Advisory Council participated in a needs assessment activity during their regular meeting on March 19, 2004. Each participant received a folder with reports from several data sources (see Appendix). Small groups were formed and charged with the responsibility of reviewing one portion of the data and recommending cooperative activities based on that data. Each small group then reported their findings to the large group and additional recommendations were accepted from the floor. A similar process was used for the cooperative staff team. Recommendations from all groups were combined into a draft grant document. The draft was reviewed by members of the Advisory Council, Caveland staff and by the board of the Green River Regional Educational Cooperative.

- E. What will implementation of the plan achieve?

Short-term outcomes include: increasing the knowledge and skills of teachers, administrators, paraprofessionals, and parents in the region. Intermediate outcomes include implementation of knowledge and skills learned and increase in district ratings on KCMP. Long term outcomes include increased student achievement, decrease in achievement gap between students with and without disabilities, and increased successful transition rates

- F. What process was used for internal review of the plan?

The plan was reviewed by the Advisory Council and Caveland staff. Superintendents of Green River Regional Educational Cooperative were also given opportunity to review the plan and make suggestions. In addition, regular input will be gathered from various stakeholder groups including parents, Emergency and Probationary Teachers, the Regional Capacity Building Teams (Autism, Assistive Technology, Behavior, and Transition), and professional development participants.

G. How will collaborative planning be continued in the future?

The Advisory Council will continue to meet monthly and will review cooperative activities. Regular feedback will be sought from the Regional Capacity Building teams as well as the newly formed Parent Support Network..

III. COMMUNICATION PLAN

- A. How will the cooperative's activities and other important information be shared with member districts and partners? Address how information will be disseminated regarding special education practices.

A major communication tool is the Caveland website. Current activities, upcoming events, and other helpful information regarding special education practices is posted there. In addition, the website is used for feedback as several online surveys are posted on the site. Directors of Special Education meet monthly. They receive reports on previous month's activities as well as the upcoming schedule. Superintendents also receive a written report of monthly activities at their regular monthly board meeting.

- B. How was public comment secured? Indicate the newspaper(s), TV station(s), radio station(s), and other means.

Park City Daily News, Caveland website

- C. What responses were made to any comments received?

No responses were received.

- D. What time period was the application made available for public review and comments? The time period must be at least two weeks.

Beginning date May 14, 2004 Ending date: June 7, 2004

- E. What date(s) were the participating districts notified of the availability of this application for review and comment? The date(s) must be prior to the public review period indicated above.

May 14, 2004

- F. How will input continue to be gathered from member districts and partners?

- Monthly meetings of the Advisory Council
- Monthly meetings of the Continuous Improvement Committee
- Evaluations of training events
- Surveys of stakeholders

ACTION COMPONENT

Special Education Cooperative:

Caveland Educational Support Center

KDE Priority: **Increase Achievement of Students with Disabilities** (SISI Standard 1: **Academic Performance – Curriculum**)

I. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
Provide leadership support for the Curriculum & Instruction Committee which will investigate research-based instructional strategies and curriculae.	Curriculum decisions will be based on research reviewed by Committee as documented in meeting minutes.	Pam Coe	July 1, 2004	June 30, 2006	0110
Identify and distribute information regarding grant opportunities and educational programs for the arts.	Increased awareness of opportunities related to the arts as documented by email notification.	LeAnn Marksberry	July 1, 2004	June 30, 2006	0110
Develop an assessment tool to evaluate curriculum maps.	Increased access to the general curriculum for students with disabilities.	Tammy Stephens	July 1, 2004	December 31, 2004	0110

SISI = Standards and Indicators for School Improvement

KCMP = Kentucky Continuous Monitoring Process

ACTION COMPONENT

Special Education Cooperative:

Cavland Educational Support Center

KDE Priority: **Increase Achievement of Students with Disabilities** (SISI Standard 2: **Academic Performance – Classroom Evaluation/Assessment**)

I. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
Cavland staff will continue to participate in professional development to increase their skills in interpretation of achievement data.	<u>Short Term</u> Increased ability to determine the functioning level of students as determined by a self-assessment of training participants. <u>Intermediate</u> District personnel use data to drive lesson planning and IEP development. Increased number of schools using CBM and CBA. <u>Long Term</u> Increased student achievement	Pam Coe	July 1, 2004	June 30, 2006	0110
Provide onsite technical assistance to districts on analysis of achievement data.		All	July 1, 2004	June 30, 2006	0110
Provide training on a variety of assessment strategies (i.e. curriculum-based measurement, curriculum-based assessment, GRADE, DIBELS, IEP Progress monitoring)		Deb Myers, Tammy Stephens, Shea Rogers	July 1, 2004	June 30, 2006	0110 0610 0640 0892

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ACTION COMPONENT

Special Education Cooperative:

Cavland Educational Support Center

KDE Priority: **Increase Achievement of Students with Disabilities** (SISI Standard 3: Academic Performance – Instruction)

I. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
Provide training and technical assistance in the area of collaboration.	<u>Short-term</u> Teachers, Administrators, and Paraprofessionals will show increased knowledge and skills in instruction as demonstrated by self-assessment instruments.	Shea Rogers, Tammy Stephens	July 1, 2004	June 30, 2006	0110 0580 0610 1640 0892
Provide training and technical assistance in the area of instructional strategies.		Shea Rogers, Deb Myers	July 1, 2004	June 30, 2006	0110 0580 0610 1640 0892
Provide training and technical assistance in the area of accommodations & modifications.	<u>Intermediate</u> Teachers, Administrators, and Paraprofessionals will show increased use of instructional skills as demonstrated in walk-throughs, journaling, self-assessment, email, record review, peer review, or consultation.	Shea Rogers, Tammy Stephens, Deb Myers, LeAnn Marksberry, Paula Borland	July 1, 2004	June 30, 2006	0110 0580 0610 1640 0892
Provide training and technical assistance in the area of literacy.		Tammy Stephens	July 1, 2004	June 30, 2006	0110 0580 0610 1640 0892

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ACTION COMPONENT

Special Education Cooperative:

Caveland Educational Support Center

KDE Priority: **Increase Achievement of Students with Disabilities** (SISI Standard 3: Academic Performance – Instruction)

I. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
Provide training and technical assistance in the area of assistive technology and universal design for learning	<u>Long-term</u> Students will demonstrate increased achievement on standardized testing and there will be a reduced gap in achievement between students with and without disabilities.	Paula Borland	July 1, 2004	June 30, 2006	0110 0580 0610 1640 0892
Provide training and technical assistance in the area of students with complex needs.		Deb Myers	July 1, 2004	June 30, 2006	0110 0580 0610 1640 0892
Provide training and technical assistance in the area of standards based instruction.		Shea Rogers and Tammy Stephens	July 1, 2004	June 30, 2006	0110 0580 0610 1640 0892

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ACTION COMPONENT

Special Education Cooperative:

Caveland Educational Support Center

KDE Priority: **School Learning Environment** (SISI Standard 4: Learning Environment – School Culture)

II. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
Provide training and leadership for the Regional Behavior Support Team.	<u>Short-term</u> Teachers, Administrators, and Paraprofessionals will show increased knowledge and skills related to behavioral intervention as demonstrated by pre/post survey of Behavior Team <u>Intermediate</u> Teachers, Administrators, and Paraprofessionals will show increased use of postive, proactive, instructional discipline strategies as demonstrated in walk-throughs, journaling, self- assessment, or individual consultation. <u>Long Term</u> Suspension, expulsion, and drop out rates for students with disabilities will decrease in the region.	Shea Rogers	July 1, 2004	June 30,2006	0110 0580 0610 0640 0892
Provide technical assistance for teachers who have students with challenging behaviors.		Shea Rogers, Deb Myers, LeAnn Marksberry	July 1, 2004	June 30,2006	0110 0580 0610
Conduct functional behavior assessments for students with challenging behaviors.		Shea Rogers, Deb Myers, LeAnn Marksberry	July 1, 2004	June 30,2006	0110 0580 0610
Represent the region on the Regional Interagency Council		Shea Rogers, Pam Coe	July 1, 2004	June 30, 2006	0110 0580

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ACTION COMPONENT

Special Education Cooperative:

Caveland Educational Support Center

KDE Priority: **Student, Family and Community Support** (SISI Standard 5: Learning Environment – Student, Family and Community Support – Parent/Community Involvement)

III. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
Provide leadership and financial support for the Caveland Parent Support Network.	<u>Short-Term</u> Increase in awareness of Caveland activities among parents and outside agencies. <u>Intermediate</u> Increase in parent contacts by Caveland. <u>Long Term</u> Increase in scores of districts on Parent Involvement section of Kentucky Continuous Monitoring Process document.	Pam Coe	July 1, 2004	June 30,2006	0110 0580 0610 0640 0892
Continue collaboration with WKU. Invite WKU participation in each regional capacity building team.		Pam Coe	July 1, 2004	June 30,2006	0110
Continue to maintain lending library of books and assistive technology to be loaned to individuals working with a student with a disability in the Caveland region.		Linda Hodges	July 1, 2004	June 30,2006	0110 0130 0610 0640 0734
Provide training to parents, service providers, and outside agency personnel on transition and literacy		LeAnn Marksberry, Tammy Stephens	July 1, 2004	June 30,2006	0110 0580 0610 0892

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ACTION COMPONENT

Special Education Cooperative:

Caveland Educational Support Center

KDE Priority: **Student, Family and Community Support** (SISI Standard 5: Learning Environment – Student, Family and Community Support – *Preschool Transition*)

III. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
Represent the Region on the District Early Intervention Committee	<u>Short Term</u> Increased awareness of Caveland staff about preschool issues <u>Intermediate</u> Increase in preschool related activities by Caveland staff <u>Long Term</u> Increase in scores on the Preschool Transition section of the Kentucky Continuous Monitoring Process documents for the region.	Debra Myers, Pam Coe	July 1, 2004	June 30, 2006	0110 0580
Provide training for Part B and C personnel related to the Preschool Interagency Transition Agreement		Debra Myers	July 1, 2004	June 30, 2006	0110 0580 0610 0892
Collaborate with the Regional Training Center on training related to preschool issues.		Pam Coe	July 1, 2004	June 30, 2006	0110
Participate in training about the Regional Training Center services and preschool issues.		Pam Coe, Debra Myers, Shea Rogers, Paula Borland, LeAnn Marksberry, Tammy Stephens	July 1, 2004	June 30, 2006	0110 0610 0892

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ACTION COMPONENT

Special Education Cooperative:

Caveland Educational Support Center

KDE Priority: **Student, Family and Community Support** (SISI Standard 5: Learning Environment – Student, Family and Community Support-Secondary Transition)

III. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
Caveland staff will participate in training on the IEP/IGP Connection, preschool issues, and the role of the Regional Training Center.	<u>Short-Term</u> Increased knowledge and skills of professionals in the region about secondary transition issues	Pam Coe, LeAnn Marksberry	July 1, 2004	June 30, 2006	0110 0610
Provide leadership and financial support for the Regional Transition Team who will: <ul style="list-style-type: none"> invite adult service providers to present at meetings review research-based programs on transition continue the resource mapping project 	<u>Intermediate</u> Increase implementation of strategies designed to improve secondary transition as evidenced by higher scores on KCMP monitoring in the region.	LeAnn Marksberry	July 1, 2004	June 30, 2006	0110 0580 0610 0640 0892
Establish at least 4 district transition teams and provide them with technical assistance to assess their current implementation of transition procedures and develop a plan for improvement.	Increase in number of district transition teams in the region.	LeAnn Marksberry	July 1, 2004	June 30, 2006	0110 0580 0610
Provide training and technical assistance related to secondary transition.	<u>Long Term</u> Increased rates of successful transition among students with disabilities in the region	LeAnn Marksberry	July 1, 2004	June 30, 2006	0110 0580 0610

Continue to sponsor the Job & Transition Fair for students with disabilities.		LeAnn Marksberry, Pam Coe, Linda Hodges, Tammy Stephens, Paula Borland, Shea Rogers, Deb Myers	July 1, 2004	June 30, 2006	0110 0440 0532 0580 0610 0892
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ACTION COMPONENT

Special Education Cooperative:

Caveland Educational Support Center

KDE Priority: **High Quality Teacher Training** (SISI Standard 5: Learning Environment – Professional Growth, Development and Evaluation)

IV. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
Provide training and technical assistance for Emergency and Probationary Certified Teachers.	<u>Short Term</u> Increased awareness of Caveland staff about Professional Development Standards <u>Intermediate</u> Development of a high quality professional development program by each Caveland consultant <u>Long Term</u> Increase in number of high quality professional development programs offered by Caveland	Shea Rogers	July 1, 2004	June 30, 2006	0110 0580 0610 0640 0892
Maintain a tracking system for documentation of Emergency and Probationary Teacher training requirements.		Shea Rogers	July 1, 2004	June 30, 2006	0110 0610 0734
Develop procedures for evaluating professional development that focus on student outcomes.		Pam Coe	July 1, 2004	June 30, 2006	0110
Support Regional Capacity Building Teams as professional learning communities.		Pam Coe	July 1, 2004	June 30, 2006	0110 0339 0532 0580 0610 0640 0892

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ACTION COMPONENT

Special Education Cooperative:

Caveland Educational Support Center

KDE Priority: **Leadership Support** (SISI Standard 7: Efficiency – Leadership, SISI Standard 8: Efficiency – Organizational Structure and Resources, SISI Standard 9: Efficiency – Comprehensive and Effective Planning)

V. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
Provide information and assistance to Directors of Special Education on topics such as: No Child Left Behind, the Individuals with Disabilities Act, and Closing the Achievement Gap	<u>Short Term</u> Increased awareness of administrators about current issues in special education	Pam Coe	July 1, 2004	June 30, 2006	0110 0610
Provide support for Directors of Special Education in completion of the Kentucky Continuous Monitoring Process.	<u>Intermediate</u> Increased implementation of knowledge and skills acquired in informational sessions and trainings.	Pam Coe	July 1, 2004	June 30, 2006	0110 0610
Provide training for building level administrators on staffing for collaboration, walk-through look fors, teacher evaluation, and chairing ARC meetings.	<u>Long Term</u>	Pam Coe	July 1, 2004	June 30, 2006	0110 0610

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Use pages 14 and 17 to address any local needs. (Make copies as needed.)

Special Education Cooperative:

Caveland Educational Support Center

Local Priority Need:	Goal: <i>(A Goal address a Local Priority Need)</i>
<p>As measured by needs assessment and survey data, there is a continuing need for diagnostic evaluations and technical assistance for students with complex needs throughout the region.</p>	<p>Students with complex needs will receive comprehensive multidisciplinary evaluations within required timelines.</p>
Cause(s)/Contributing Factors: <i>(Both positive and negative based on needs analysis)</i>	Objective(s) with Measures of Success:
<p>There are few professional service providers who have expertise in how to appropriately evaluate children with complex needs.</p> <p>Parents in the region sometimes request independent evaluations be completed by the cooperative</p>	<p>All referrals for evaluations of students with complex needs will receive timely evaluations as measured by office tracking system.</p>

ACTION COMPONENT

Special Education Cooperative:

Caveland Educational Support Center

Local Priority: _____

VI. *Strategies/Activities*

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Budget Code
Cooperative staff will complete evaluations of students with complex needs as requested by Directors of Special Education.	All students with complex needs will receive timely evaluations. There will be a decrease in referrals to Caveland for evaluations of students with complex needs.	Pam Coe, Debra Myers, Shea Rogers, LeAnn Marksberry	July 1, 2004	June 30, 2006	0110 0610
The cooperative will provide evaluations with outside consultants if necessary to complete evaluations in a timely fashion.		Pam Coe	July 1, 2004	June 30, 2006	0339
Regular regional meetings will be held with school psychologists to share information related to assessment of students with complex needs and professional standards for evaluation.		Debra Myers	July 1, 2004	June 30, 2006	0110 0580 0610 0640 0892

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Appendix

Needs Assessment Data

Data Source: December 1, 2003 Child Count.....	24
Data Source: KCMP Documents	27
Data Source: NCLB Reports.....	30
Data Source: Surveys	
Kentucky Department of Education Needs Assessment Results.....	34
Online Needs Assessment Summary	45
Survey of Directors of Special Education.....	48

Public Notice

Public Notice - Newspaper	54
Public Notice – Website.....	55

Budget

2004-05 Budget	56
2004-05 Personnel Costs	58

Caveland Educational Support Center

Data Source: December 1, 2003 Child Count

Data:

District Name	MMD	FMD	HI	S/L	VI	EBD	OI	OHI	SLD	D/B	MD	AUT	TBI	DD	TOTAL
Allen Co	111	10	2	68	-	15	3	39	85	-	21	2	-	43	399
Barren Co	53	20	2	162	2	53	4	75	103	-	33	9	3	110	629
Bowling Green Ind	81	19	4	128	1	29	5	31	88	-	8	12	2	48	456
Butler Co.	47	11	4	119	2	10	5	25	59	-	14	6	1	67	370
Caverna Ind	27	9	1	9	-	5	-	17	29	-	5	-	1	50	153
Cumberland Co	50	6	1	63	-	3	-	5	28	-	1	1	1	41	200
Edmonson Co	67	18	2	57	6	25	1	78	104	-	16	5	-	38	417
Glasgow Ind	45	11	1	91	1	19	3	21	55	-	2	7	-	71	327
Green Co	70	5	1	84	2	7	-	38	47	-	7	2	2	17	282
Hart Co	86	14	1	103	3	25	2	31	69	-	13	5	4	79	435
Logan Co	71	9	4	210	-	12	2	41	102	-	7	8	1	176	643
Metcalfe Co	30	10	1	94	-	12	5	24	51	-	11	1	-	26	265
Monroe Co	77	14	1	114	-	8	2	18	56	-	3	3	-	16	312
Russellville Ind	34	2	-	51	1	8	-	9	40	-	8	5	-	112	270
Simpson Co	72	6	1	98	2	17	5	14	92	-	4	7	-	58	376
Todd Co	46	5	-	70	1	8	1	29	56	-	6	5	-	200	427
Warren Co	113	43	12	598	11	69	10	87	318	1	51	26	3	129	1,471
TOTAL	1,033	201	34	2,000	30	315	43	557	1,323	1	196	98	17	1,214	7,062

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District Name	White	Black Non-		Asian/Pacific	Native	Total		Total		Total	
	Non-Hispanic	Hispanic	Hispanic	Islander	American	Race	Difference	FEMALE	MALE	Gender	Difference
Allen Co	395	2	2	-	-	399	-	142	257	399	-
Barren Co	620	7	-	-	2	629	-	184	445	629	-
Bowling Green Ind	279	162	9	5	1	456	-	158	298	456	-
Butler Co	364	5	-	1	-	370	-	136	234	370	-
Caverna Ind	127	25	1	-	-	153	-	57	96	153	-
Cumberland Co	193	7	-	-	-	200	-	71	129	200	-
Edmonson Co	412	4	1	-	-	417	-	131	286	417	-
Glasgow Ind	265	58	3	1	-	327	-	112	215	327	-
Green Co	273	8	1	-	-	282	-	82	200	282	-
Hart Co	407	22	5	1	-	435	-	153	282	435	-
Logan Co	606	31	3	2	1	643	-	244	399	643	-
Metcalfe Co	257	4	3	-	1	265	-	90	175	265	-
Monroe Co	292	18	2	-	-	312	-	100	212	312	-
Russellville Ind	193	66	7	2	2	270	-	89	181	270	-
Simpson Co	307	63	5	-	1	376	-	121	255	376	-
Todd Co	358	57	12	-	-	427	-	179	248	427	-
Warren Co	1,241	196	18	12	4	1,471	-	464	1,007	1,471	-
TOTAL	6,225	730	72	23	12	7,062	-	2,377	4,685	7,062	-

Caveland Educational Support Center

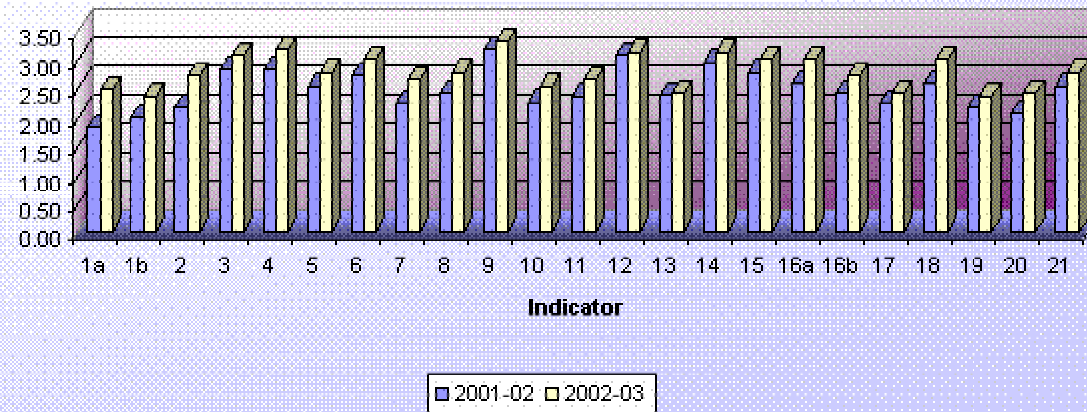
District Name	Homeless Total	LEP Total	ESS Total	ESY Total	Migrant Total
Allen Co		-	36	-	3
Barren Co		1	33	-	52
Bowling Green Ind		13	62	1	1
Butler Co		-	41	-	1
Caverna Ind		-	-	-	-
Cumberland Co		-	108	3	-
Edmonson Co		-	6	2	-
Glasgow Ind		-	2	-	8
Green Co		-	63	-	11
Hart Co		-	65	4	14
Logan Co		-	36	5	20
Metcalfe Co		-	25	-	21
Monroe Co		-	55	-	11
Russellville Ind		2	4	2	-
Simpson Co		-	41	20	-
Todd Co		-	7	1	10
Warren Co		-	105	-	-
TOTAL	-	16	689	38	152

Caveland Educational Support Center

Data Source: KCMP Documents

	1a	1b	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16a	16b	17	18	19	20	21
2001-02	1.82	2.00	2.18	2.82	2.82	2.53	2.71	2.24	2.41	3.18	2.25	2.35	3.06	2.38	2.94	2.76	2.59	2.41	2.24	2.59	2.18	2.06	2.53
2002-03	2.47	2.35	2.71	3.06	3.18	2.76	3.00	2.65	2.76	3.29	2.53	2.65	3.12	2.41	3.12	3.00	3.00	2.71	2.41	3.00	2.35	2.41	2.76
Change	0.65	0.35	0.53	0.24	0.35	0.24	0.29	0.41	0.35	0.12	0.28	0.29	0.06	0.04	0.18	0.24	0.41	0.29	0.18	0.41	0.18	0.35	0.24

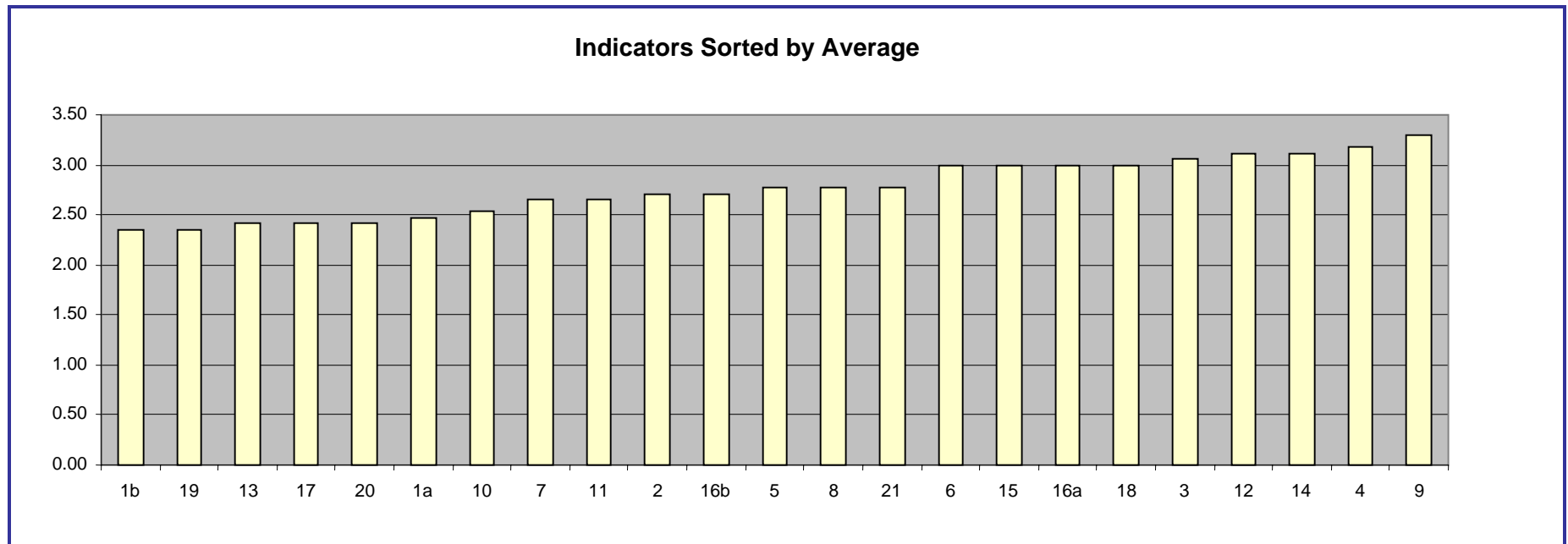
KCMP Indicators 2001-2003



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2003 Indicators Sorted by Average

Indicator	1b	19	13	17	20	1a	10	7	11	2	16b	5	8	21	6	15	16a	18	3	12	14	4	9
Average	2.35	2.35	2.41	2.41	2.41	2.47	2.53	2.65	2.65	2.71	2.71	2.76	2.76	2.76	3.00	3.00	3.00	3.00	3.06	3.12	3.12	3.18	3.29



Highest 5 Indicators	
2001-02	2002-03
3	3
4	12
14	14
12	4
9	9

Lowest 5 Indicators	
2001-02	2002-03
1a	*1b
1b	*19
20	13
2	*17
19	*20

Indicators Showing Greatest Growth
1a
2
7

* indicator is related to secondary transition

Strength areas remained constant in both years. They are:

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- 3 – The involvement in transition planning of Part B personnel increases for toddlers eligible for Part B services.
- 4 – Eligible infants and toddlers receive timely transition planning (e.g., at least 90 days prior to their third birthday) with active parent involvement including the receipt of appropriate information about Part B parental rights.
- 9 – Children receiving FAPE to address their identified needs during periods of long-term suspension or expulsion increases.
- 12 – Instructional content includes a variety of adaptations, instructional methodologies and strategies for the general curriculum, or for preschool age children, age-appropriate activities.
- 14 – The percentage of children with disabilities who demonstrate progress in the general curriculum increases as evidenced by progress on the CATS assessment.

In both years, the following indicators were ranked among the lowest 5 across the region:

- 1b – Preservice and inservice training for transition services providers address the unique knowledge, skills and abilities needed to provide appropriate transition services to youth with disabilities.
- 19 – The percentage of youth with disabilities, beginning at age 16, who have IEPs which coordinate instruction (including related services), community and employment experiences, and adult living objectives increases.
- 20 – Available linkages to transition services providers outside the LEA resulting in involvement of other agencies in transition planning increase.

The three indicators that showed the greatest gain from the first year to the second were:

- 1a – Transition training is provided jointly to Parts B and C providers and parents in response to their identified needs.
- 2 – Trained individuals, including parents, provide transition planning.
- 7 – Drop-out rates for students with disabilities decrease and are no higher than those for children/youth without disabilities

Because 1a and 2 had been identified as weak areas across the region, they were a focus of cooperative activities during this period of time. Gains made by districts in those areas caused them to not be ranked among the lowest 5 indicators for the 2002-03 school year. In analyzing the 5 lowest ranking indicators for the 2002-03 school year, it is significant to note that 4 of those indicators are related to secondary transition. They are 1b, 19, and 20 listed above and also:

- 17 – The percentage of youth with disabilities participating in post-school activities (e.g. employment, education, etc.) increases.

In addition, indicator 13 is also ranked in the lowest 5. It reads as follows:

- 13 – The percentage of children with disabilities who demonstrate progress in the general curriculum increases as evidenced by progress on the CATS assessment.

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Data Source: NCLB Reports

District	Reading 2003 % Proficient								Mathematics 2003 % Proficient							
	All Students	White	African-American	Hispanic	Asian	LEP	F/R Lunch	Disabled	All Students	White	African-American	Hispanic	Asian	LEP	F/R Lunch	Disabled
Allen	45.39	45.6					28.01	11.66	36.6	37.2					27.14	11.16
Barren	53.34	53.23					41.07	20.58	33.63	33.88					18.83	10.11
Bowling Green	60.07	68.46	46.58			27.9	39.71	24.62	40.4	51.93	17.68	30.77		19.6	17.1	8.33
Butler	54.02	54.46					45.94	33.33	39.46	39.45					32.45	35.76
Caverna	42.22	45.64					24.36		21.91	25.26					9.98	
Cumberland	54.51	56.06					51.5	19.44	26.62	28.29					17.36	
Edmonson	50.4	50.85					41.28	30.44	34.55	35.14					28.1	15.87
Glasgow	60.66	64.69	38.24				42.69	24.83	44.35	48.74	13.84				25.06	
Green	45.33	45.69					33.87	10	32.29	33.27					17.15	4.76
Hart	41.25	42.15					32.79	14.35	27.09	28.24					19.77	4.44
Logan	48.95	49					39.98	30.54	32.52	33.13					18.47	11.45
Metcalfe	43.03	43.44					36.32	17.34	23.45	23.92					18.16	13.19
Monroe	50.46	52.51					37.93	10.71	24.66	25.14					16.64	
Russellville	51.06	56.39	35.25				35.24		29.81	40.56	7.46				14.72	8.59
Simpson	52.5	55.8	29.95				38.89	28.08	35.47	39.91	5.33				16.27	6.39
Todd	44.08	46.68	25.79				34.27	12.28	30.35	34.05	5.4				19.02	5.44
Warren	60.76	64.31	38.49	49.79		28.8	43.69	20.92	45.59	48.69	18.76	41.97	53.81	22.7	26.69	11.83

* Did not make AYP

According to NCLB data, 7 of 17 districts did not make AYP when reviewing achievement of students with disabilities in the area of reading. Similarly, 7 of 17 districts did not make AYP in the area of mathematics. In this region, approximately 20% of students with disabilities have achieved at proficient levels in reading and approximately 11% are proficient in mathematics.

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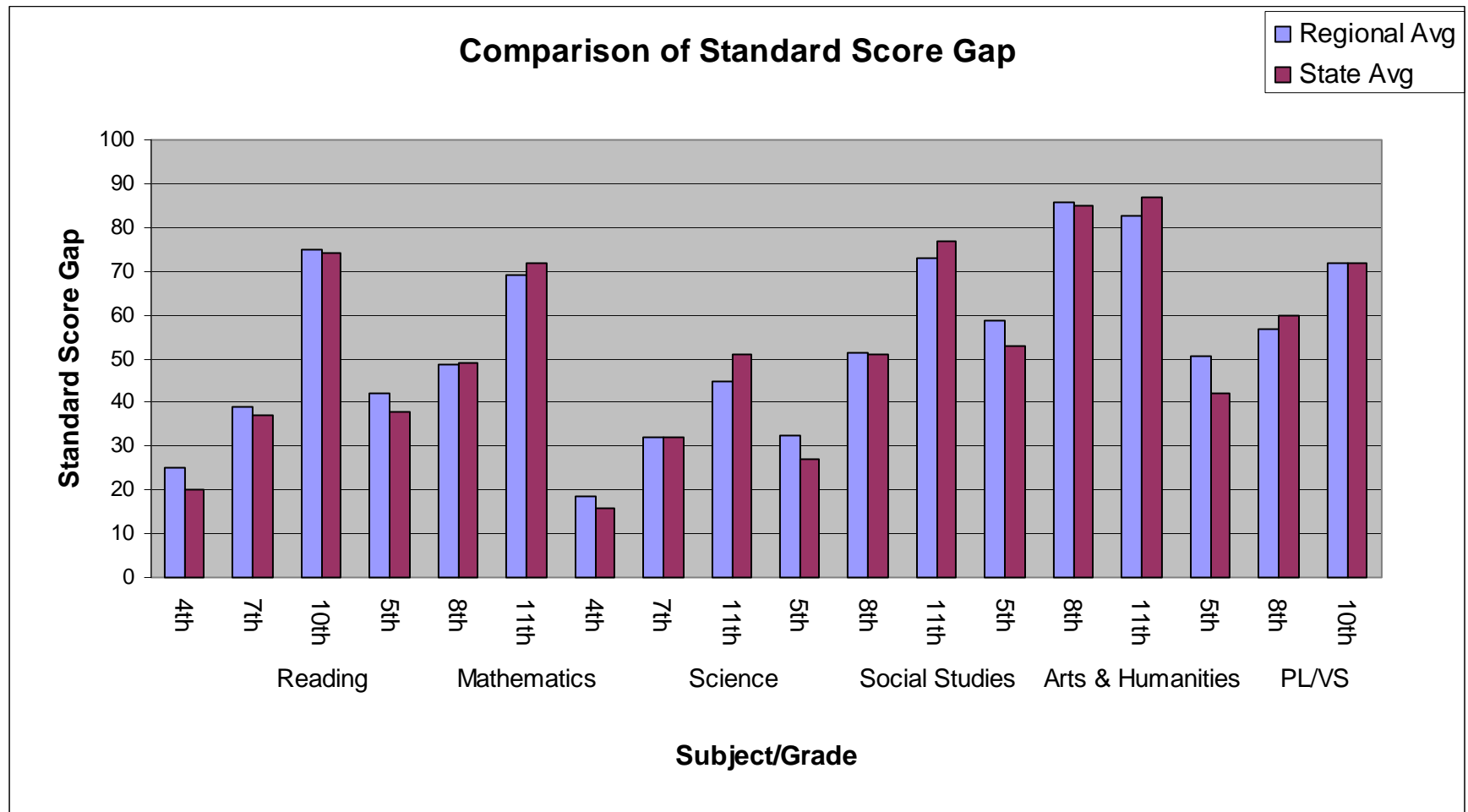
District	Participation Rate								Academic Index	Graduation Rate
	All Students	White	African-American	Hispanic	Asian	LEP	F/R Lunch	Disabled		
Allen	100	100					100	100	67.8	80
Barren	100	100					100	100	73.1	79.39
Bowling Green	99	100	100			90	97	100	77.2	88.8
Butler	100	100					100	100	71.5	84.15
Caverna	100	100					100		63.5	77.27
Cumberland	100	100					100		65	78.57
Edmonson	100	100					100	100	74.5	78.57
Glasgow	100	100	100				100		81.5	84.29
Green	100	100					100	100	64.7	83.22
Hart	100	100					100	100	64.8	77.78
Logan	100	100					100	100	67.3	84.59
Metcalfe	100	100					100	100	66.2	80.56
Monroe	100	100					99		71.4	84.21
Russellville	100	100	100				100		64.8	83.64
Simpson	100	100	100				100	100	71.9	91.36
Todd	100	100	100				100	100	70.4	86.47
Warren	99	100	100	97		93	99	100	77	89.14

According to NCLB data, students with disabilities participate in assessment at high rates (100% for every district with participation rate data). Academic Indexes in this region range from 63.5 to 81.5 with six districts not making AYP. Graduation rates range from 77.27 to 91.36 according to this data.

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District	2003 Acct Index	Reading			Mathematics			Science			Social Studies			Arts & Humanities			PL/VS		
		4th	7th	10th	5th	8th	11th	4th	7th	11th	5th	8th	11th	5th	8th	11th	5th	8th	10th
Allen	70.8P	-40	-35	-66	-32	-33	-90	-36	-27	-45	-18	-50	-75	-49	-71	-86	-26	-35	-74
Barren	75.3P	-37	-39	-74	-39	-45	-81	-33	-29	-63	-28	-45	-95	-37	-93	-118	-36	-74	-61
Bowling Green	78.0G	-8	-57	-85	-54	-64		-14	-46	-48	-38	-66	-82	-76	-111	-124	-56	-75	-83
Butler	75.3G	-29	-25	-79	-3	-30		-11	-18		-17	-44		-23	-54		-4	-37	-54
Caverna	66.9P	-1						1											
Cumberland	71.2P	-33		-77		-44		-10				-50			-111			-70	
Edmonson	74.4G	-21	-16	-34	-21	-7	-36	-17	-2	-24	-18	-32	-27	-43	-48	-54	-38	-24	-40
Glasgow	83.3G	-28	-27	-95	-54	2		-22	-17		-28	-27		-56	-53		-35	-25	-110
Green	69.1P	-23	-56	-87	-26	-65	-74	-27	-50	-51	-29	-56	-86	-29	-107	-85	-20	-57	-77
Hart	67.6P	-20	-30	-92	-38	-62	-73	-25	-29	-55	-27	-51	-78	-61	-90	-85	-68	-61	-89
Logan	72.8P	-6	-20	-83	-45	-28	-51	-2	-19	-38	-27	-28	-77	-62	-48	-75	-42	-29	-88
Metcalfe	68.0P	-26	-52	-72	-28	-78	-63	-12	-37	-38	-37	-53	-74	-47	-61	-65	-45	-62	-51
Monroe	71.1G	-66	-52		-86	-72		-33	-38		-69	-84		-106	-130		-102	-93	
Russellville	67.1A1		-52		-65		-81		-64	-52	-60	-62	-62	-79	-102	-58	-104	-49	
Simpson	74.2P	-25	-38	-81	-49	-66	-92	-21	-37	-54	-28	-49	-95	-69	-79	-101	-72	-58	-82
Todd	69.2G	-14	-37	-51	-41	-67	-66	-12	-28	-37	-23	-57	-70	-63	-100	-68	-54	-72	-63
Warren	80.2G	-26	-47	-72	-53	-68	-55	-25	-39	-33	-40	-70	-55	-82	-115	-72	-55	-88	-63
Regional Avg		-25.2	-38.9	-74.9	-42.3	-48.5	-69.3	-18.7	-32	-44.8	-32.5	-51.5	-73	-58.8	-85.8	-82.6	-50.5	-56.8	-71.9
State Avg		-20	-37	-74	-38	-49	-72	-16	-32	-51	-27	-51	-77	-53	-85	-87	-42	-60	-72

Caveland Educational Support Center



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Kentucky Department of Education Needs Assessment Results

Beth Rous, Ed.D University of Kentucky Interdisciplinary Human Development Institute

A web based needs assessment survey (Attachment) was sent via list serve to all Directors of Special Education, Parent Resource Center Staff and Exceptional Child Cooperative Directors. Respondents were given one week to respond to the survey.

A total of 130 respondents completed the survey. The majority represented Directors of Special Education (82.3%) as presented in Table 1.

Table 1 *Respondent Type # %*

Director of Sp Ed	107	82.3%
Parent	11	8.5%
Cooperative Director Except Child	9	6.9%
Did not indicate	3	2.3%
Total	130	100%

Of the parent respondents that indicated where their child(ren) attended school (N = 10), 5 had children in elementary school (50%), 1 in middle school and 4 in high school. One parent did not indicate their child's level in school. Directors of Special Education represented all regions across the state as represented in Table 2.

Table 2 *Cooperative Region Represented of Directors of Special Education # %*

Western KY	16	12.3%
Caveland	9	6.9%
River Region	5	3.8%
Exceptional Child	6	4.6%
Northern KY	11	8.5%
Central KY	14	10.8%
Upper Cumberland	9	6.9%
Wilderness Trace	11	8.5%
Big East	12	9.2%
Kentucky Valley	10	7.7%
Ohio Valley	2	1.5%
Did Not Indicate	25	19.2%
Total	130	100%

Respondents were asked to indicate the areas in which the district was currently facing issues and the

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top three issues they are facing. Overall results are presented in Table 3.

Table 3 Overall and Rank Responses by Area

Area	Top 1		Top 2		Top 3	
	N	%	N	%	N	%
Behavior	111	85.4%	67	51.5%	22	16.9%
Access to General Curriculum	93	71.5%	20	15.4%	32	24.6%
Secondary Transition	80	61.5%	11	8.5%	37	28.5%
Parent Involvement	57	43.8%	6	4.6%	7	5.4%
Assistive Technology	54	41.5%	6	4.6%	13	10.0%
Early Childhood Transition	31	23.8%	2	1.5%	6	4.6%
Other	47	35.2%			9	6.9%

Due to the large differences in the number of respondents by type, an analysis of the areas identified by respondent type was not conducted. Specific issues by area and region are discussed below.

Behavior

An analysis of responses by region indicated that *Behavior* presented as an area of concern by 100% of respondents in 6 of the 11 regions. Specific information is presented in Table 4

Table 4 Cooperative Region by Behavior

Region	N	% within Cooperative Region
		Represented
Western KY	16	100%
Caveland	6	66.7%
River Region	5	100%
Exceptional Child	6	100%
Northern KY	9	81.8%
Central KY	14	100%
Upper Cumberland	9	100%
Wilderness Trace	10	90.9%
Big East	11	91.7%
Kentucky Valley	5	50.5%
Ohio Valley	2	100%

Access to the General Curriculum

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Access was indicated as an area of concern by 50% or more of participants in 9 out of 11 regions. Access is a higher area of need (75% or more of respondents) in the River Region, Exceptional Child, and Upper Cumberland.

Table 5 *Cooperative Region by Access to the General Education Curriculum*

Region	N	% within Cooperative Region Represented
Western KY	11	68.8%
Caveland	5	55.6%
River Region	5	100%
Exceptional Child	5	83.3%
Northern KY	8	72.7%
Central KY	10	71.4%
Upper Cumberland	8	88.9%
Wilderness Trace	8	72.7%
Big East	4	33.3%
Kentucky Valley	9	90%
Ohio Valley	0	0.0%

Secondary Transition

Secondary transition was indicated as an area of concern by 50% or more of participants in 9 out of 11 regions. Secondary transition was a higher level of concern (75% or more of respondents) in Western KY, River, Exceptional Child, and Big East.

Table 6 *Cooperative Region by Secondary Transition*

Region	N	% within Cooperative Region Represented
Western KY	12	75%
Caveland	6	66.7%
River Region	4	80%
Exceptional Child	5	83.3%
Northern KY	3	27.3%
Central KY	6	42.9%
Upper Cumberland	6	66.7%
Wilderness Trace	8	72.7%
Big East	9	75%
Kentucky Valley	7	70%
Ohio Valley	1	50%

Parent Involvement

Parent Involvement was indicated as an area of concern by 50% or more of participants in 5 out of 11 regions. Parent involvement was a higher level of concern (75% or more of respondents) in the Ohio

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Valley region.

Table 7 *Cooperative Region by Parent Involvement*

Region	N	% within Cooperative Region Represented
Western KY	10	62.5%
Caveland	3	33.3%
River Region	3	60%
Exceptional Child	3	50%
Northern KY	2	18.2%
Central KY	7	50%
Upper Cumberland	4	44.4%
Wilderness Trace	3	27.3%
Big East	5	41.7%
Kentucky Valley	6	60%
Ohio Valley	2	100%

Assistive Technology

Assistive Technology was indicated as an area of concern by 50% or more of participants in 1 out of 11 regions.

Table 8 *Cooperative Region by Assistive Technology*

Region	N	% within Cooperative Region Represented
Western KY	5	31.3%
Caveland	6	66.7%
River Region	2	40%
Exceptional Child	3	50%
Northern KY	4	36.4%
Central KY	6	42.9%
Upper Cumberland	3	33.3%
Wilderness Trace	5	45.5%
Big East	5	41.7%
Kentucky Valley	3	30%
Ohio Valley	0	0%

Early Childhood Transition

Early Childhood transition was indicated as an area of concern by 50% or more of participants in 2 out

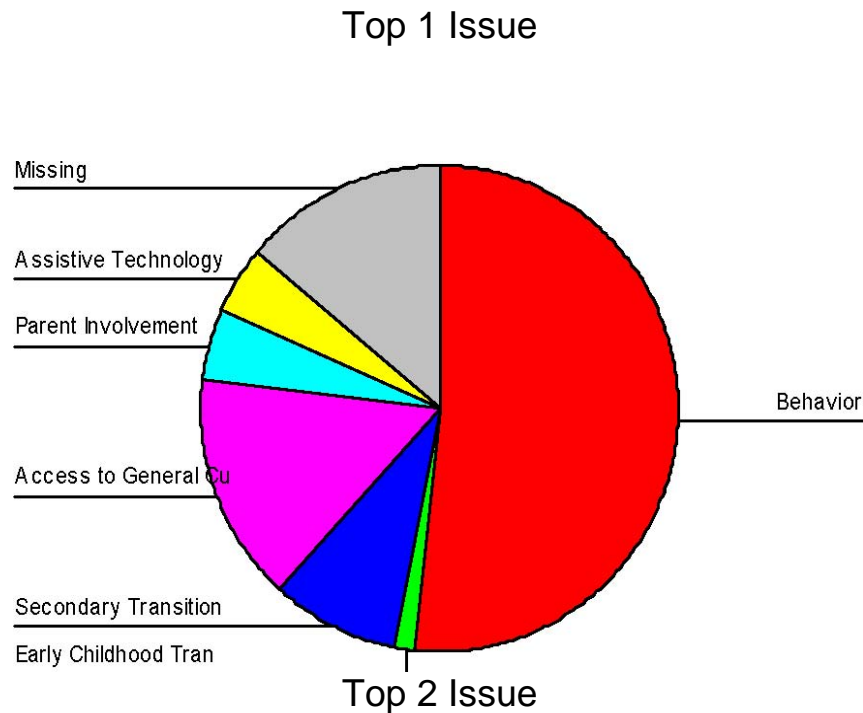
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of 11 regions.

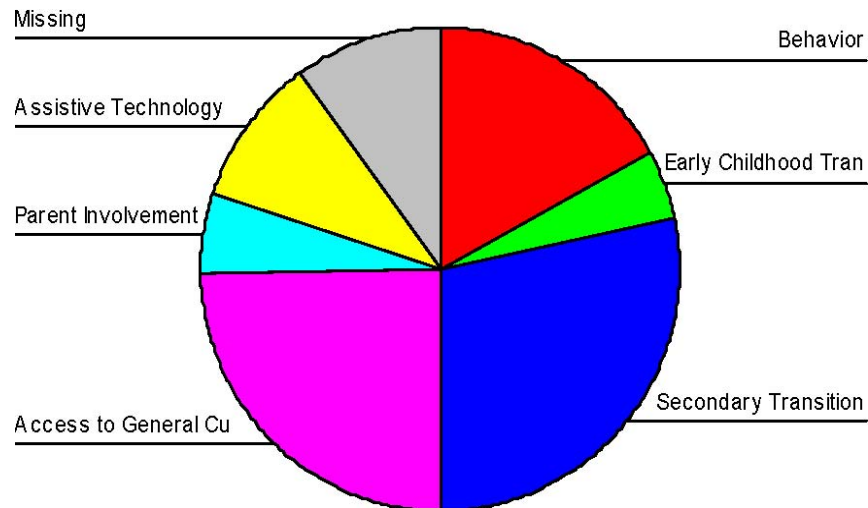
Table 9 Cooperative Region by Early Childhood Transition

Region	N	% within Cooperative Region Represented
Western KY	3	18.8%
Caveland	5	55.6%
River Region	3	60%
Exceptional Child	0	0%
Northern KY	2	18.2%
Central KY	2	14.3%
Upper Cumberland	4	44.4%
Wilderness Trace	2	18.2%
Big East	2	16.7%
Kentucky Valley	0	0%
Ohio Valley	0	0%

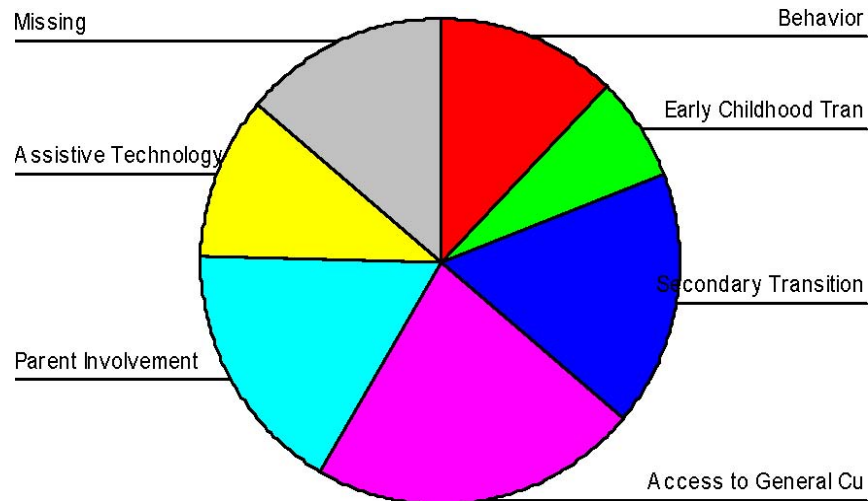
The remainder of this report provides specific information on the top priority areas identified by respondent. Information is presented by area and by region. In addition, specific information on “other” areas identified by respondents is provided. Top issues are presented first in Figures 1 – 3, then in Tables 10 – 13.



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Top 3 Issue



Priority Areas

Priority areas were also analyzed by region with the following results.

Table 10 *Top 1 Issue by Region*

Behavior	Early Childhood	Secondary Transition	Access to General	Parent Involvement	Assistive Technology
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Transition			Curriculum			
N						
(% within region)						
Western KY	8	--	--	3	3	1
	50.0%	--	--	18.8%	18.8%	6.3%
Caveland	4	1	3	--	--	--
	50.0%	12.5%	37.5%	--	--	--
River Region	2	1	--	2	--	--
	40.0%	20.0%	--	40.0%	--	--
Exceptional Child	4	--	--	--	--	--
	100.0%	--	--	--	--	--
Northern KY	4	--	--	4	--	--
	40.0%	--	--	40.0%	--	--
Central KY	11	--	--	--	1	--
	91.7%	--	--	--	8.3%	--
Upper Cumberland	8	--	--	1	--	--
	88.9%	--	--	11.1%	--	--
Wilderness Trace	6	--	2	--	--	1
	60.0%	--	20.0%	--	--	10.0%
Big East	8	--	--	1	--	1
	66.7%	--	--	8.3%	--	8.3%
Kentucky Valley	3	--	2	4	--	--
	33.3%	--	22.2%	44.4%	--	--
Ohio Valley	1	--	--	--	--	--
	100.0%	--	--	--	--	--

Table 11 *Top 2 Issue by Region*

Behavior	Early Childhood	Secondary Transition	Access to General	Parent Involvement	Assistive Technology
-----------------	------------------------	-----------------------------	--------------------------	---------------------------	-----------------------------

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	Transition		Curriculum		t	
	N		N		t	
	(% within region)		(% within region)		t	
Western KY	3	--	9	1	1	--
	20.0%	--	60.0%	6.7%	6.7%	--
Caveland	1	--	2	3	--	2
	11.1%	--	22.2%	33.3%	--	22.2%
River Region	1	--	2	2	--	--
	20.0%	--	40.0%	40.0%	--	--
Exceptional Child	--	--	4	2	--	--
	--	--	66.7%	33.3%	--	--
Northern KY	4	2	--	1	--	2
	44.4%	22.2%	--	11.1%	--	22.2%
Central KY	1	1	4	5	1	2
	7.1%	7.1%	28.6%	35.7%	7.1%	14.3%
Upper Cumberland	--	2	3	3	--	1
	--	22.2%	33.3%	33.3%	--	11.1%
Wilderness Trace	3	--	1	2	--	2
	37.5%	--	12.5%	25.0%	--	25.0%
Big East	2	--	5	2	--	--
	20.0%	--	50.0%	20.0%	--	--
Kentucky Valley	1	--	1	4	3	1
	10.0%	--	10.0%	40.0%	30.0%	10.0%
Ohio Valley	1	--	--	--	1	--
	50.0%	--	--	--	50.0%	--

Table 12 *Top 3 Issue by Region*

	Behavior	Early Childhood	Secondary Transition	Access to General	Parent Involvement	Assistive Technology
	Transition		Curriculum		t	

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N (% within region)						
Western KY	3 20.0%	-- --	1 6.7%	5 33.3%	4 26.7%	1 6.7%
Caveland	1 11.1%	3 33.3%	-- --	1 11.1%	3 33.3%	1 11.1%
River Region	1 33.3%	1 33.3%	1 33.3%	-- --	-- --	-- --
Exceptional Child	1 20.0%	-- --	-- --	1 20.0%	2 40.0%	1 20.0%
Northern KY	1 11.1%	1 11.1%	3 33.3%	2 22.2%	-- --	2 22.2%
Central KY	1 7.7%	-- --	2 15.4%	7 53.8%	1 7.7%	1 7.7%
Upper Cumberland	1 12.5%	-- --	1 12.5%	3 37.5%	2 25.0%	1 12.5%
Wilderness Trace	1 11.1%	-- --	2 22.2%	2 22.2%	1 11.1%	3 33.3%
Big East	-- --	1 12.5%	3 37.5%	-- --	2 25.0%	1 12.5%
Kentucky Valley	-- --	2 20.0%	4 40.0%	1 10.0%	2 20.0%	1 10.0%
Ohio Valley	-- --	-- --	2 100.0%	-- --	-- --	-- --

Other Responses

Other responses provided by respondents are listed below and are organized by major category.

Staff Related Issues	
• Certified and highly qualified staff	• Certification of special educators under NCLB
• Certified teacher shortage; alt cert issues	• Highly qualified personnel under NCLB

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• Lack of certified teachers and speech therapist	• Highly qualified educators, no child left behind
• Teacher certification - lack of teachers	• Teachers being termed "highly qualified"
• Finding staff certified in mod and severe disabilities	• College curriculum not challenging future disabilities teacher
• More speech therapists	• Retaining special education teachers
• Highly qualified special education teachers	• Highly qualified educator
• Reg ed teachers knowledge of teaching kids w/ disabilities	• Emergency teachers
Health and Mental Health Issues	
• Health related issues	• Medical field diagnosing adhd {sp.}, and parent education
• Students with significant psychiatric issues	• Mental health service in school, interagency coord
Funding Issues	
• Funding	• MONEY and Special Related services
• funding	• Loss of funding
• Medicaid billing	
Autism and High Need Children	
• Lack of alternative placements for dangerous kids	• Autism
• Services for the autistic child	• Programs for Functional Students
Inclusion Issues and Collaboration Among Staff	
• Implementation of IEP and collaboration	• Cooperation/collaboration with regular education
• Inclusion	• Collaboration services
• Supporting the full continuum	• Inclusion (Support of reg.ed. Staff)
• Inclusion in the general ed classroom	
Achievement, Instruction and NCLB	
• Reducing the Achievement Gap for Sp. Ed. Pop	• NCLB
• Teaching students how to read, grs.6-12 especially	• Achievement Gap
• Test scores	• Closing the Gap in Reading
• Closing the Gap/Test Scores	
Other	
• Technology support from local districts	• Increased number of children moving into district
• STI	• Technology
• ESL & sp.Ed.	

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KENTUCKY DEPARTMENT OF EDUCATION NEEDS ASSESSMENT SURVEY

1. I am completing this survey as a:

- **Parent**

If **Parent**, choose all that apply:

- Children at elementary level
- Middle school level
- High school level

☐ **Director of Special Education**

If **Director of Special Education**, Select from the list below.

Western Kentucky Educational Cooperative	 
Caveland Educational Support Center	
River Region Cooperative	
Jefferson County Exceptional Child Education Services	
Exceptional Children Services	
Northern Kentucky Cooperative for Educational Services	
Central Kentucky Special Education Cooperative	

☐ Exceptional Children Cooperative Director

2. Our district is facing issues around (Check all that apply):

- ☐ Behavior
- ☐ Early Childhood Transition
- ☐ Secondary Transition
- ☐ Access to the General curriculum
- ☐ Parent Involvement
- ☐ Assistive Technology
- ☐ Other Issues:

(max 50 characters)

3. Of these issues select the top 3 that are of most significant concern:

ISSUES:		TOP 3 ISSUES:
<div>Behavior Early Childhood Transition Secondary Transition Access to the General Curriculum Parent Involvement Assistive Technology</div>		<div></div>

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Online Needs Assessment Summary

Total Respondents	33
Administrators	6
Related Service Providers	1
Teachers	23
Other	3

District

Barren	16	Glasgow	1
Bowling Green	1	Green	1
Butler	1	Metcalf	1
Caverna	1	Todd	3
Cumberland	2	Other District	1
Edmonson	4	Other	1

Professional Development

In my experience, professional development activities offered by Caveland are:

Poor	Below Average	Average	Above Average	Excellent
1		4	12	13

Topics that should be offered next year include:

Documents	12	Other:	
IEP	11	State Assessments	
ABA	14	No Child Left Behind	
Transition	9	Other sp ed issues	
Read & Write Gold	15	Core subject content training	
Reading Strategies	23	Focus a few on core content	
Differentiated Instruction	22		
Classroom Management	20		

Suggestions for improvement:

Continued follow-up
 Collaboration
 Providing better follow-up to discuss problems/different strategies in applying learned activities in the classroom
 Having more one-to-one hands on activities. having more make-it and take-it sessions.
 Offering more
 I think you guys do a wonderful job and I really enjoy attending professional development from Caveland.
 Offering more weekend opportunities during the school year.
 With no child left behind, esp for M/HS tea, they will have to have content specific training to meet standards. If not, we will have to fudge stud schedules to meet req for "high" level teachers.

Regional Teams

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In my experience, regional support teams (Regional Behavior Team, Regional Autism Team, Regional Assistive Technology Team, Regional Transition Team) as a service offered by Caveland are:

Poor	Below Average	Average	Above Average	Excellent
	1	4	14	11

Regional Support Teams for the following year should be:

Continued	28	Discontinued	0
-----------	----	--------------	---

Suggestions for improvement:

Not sure how they can help us throughout the year.
 More accessible- maybe the team could be assigned certain days to serve each district.
 Due to teachers' schedules, it is sometimes difficult to have access to teams.
 I think the develop of these teams have been such a support to our teachers and schools.
 Need to get info out to districts within region as to who is on support teams
 Possibly schedule times to come to certain schools in certain districts to become more accessible.

Lending Library

In my experience, the lending library services offered by Caveland are::

Poor	Below Average	Average	Above Average	Excellent
		7	11	8

Regional Support Teams for the following year should be:

Continued	28	Discontinued	0
-----------	----	--------------	---

Suggestions for improvement:

What is available
 Additional evaluation kits should be available to therapists/GRREC employees. There was a situation this year that involved needing a student re-evaluated by the OT and she could not complete the re-evaluation in a timely manner because of her limited schedule AND when she was here, the evaluation kit was on loan to someone.
 A better system for knowing what is available within the library for our use.
 We have not utilized the library much in the last couple of years but I do believe it is important to have as part of the center.
 Make it more visible for teachers – many do not know it exists.

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Evaluations

In my experience, the lending library services offered by Caveland are::

Poor	Below Average	Average	Above Average	Excellent
		3	15	11

Regional Support Teams for the following year should be:

Continued	28	Discontinued	0
-----------	----	--------------	---

Suggestions for improvement:

I am sorry I have no experience in this area.

Provide evaluation kits for evaluation staff that will not be loaned out through the lending library (see above statement).

It is so important to our district to have Caveland provide opportunity for evaluations, especially for those unusually or difficult cases.

Cut back – districts should pick up more and more of this responsibility – only do low-incidence, etc.

Consultations

In my experience, the lending library services offered by Caveland are::

Poor	Below Average	Average	Above Average	Excellent
	1	5	15	17

Regional Support Teams for the following year should be:

Continued	28	Discontinued	0
-----------	----	--------------	---

Suggestions for improvement:

Unable to comment

I would like a SETS regional team

More input/resources on improving reading skills, especially phonemic awareness and other phonics programs.

More time (haha) Deb and Shea have been the two that we have utilized for consultation and both have always been extremely helpful and willing to work with us in any way they can. 😊

The above avg is because we have not utilized as much as we may have needed.

Other Suggestions

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Survey of Directors of Special Education

Directions: Following are the Special Education Cooperative Network Priorities, the SISI Standard links, and a list of some of the topics that may be included within that priority area. **Please list recommended activities in each category that would meet identified needs in your district.**

I. Increase Achievement of Students with Disabilities

A. SISI Standards

Standard 1: Academic Performance – Curriculum

Standard 2: Academic Performance – Classroom Evaluation/Assessment

Standard 3: Academic Performance – Instruction

B. Possible Topics

1. Differentiated Instruction
2. Research-Based Instructional Practices (Kansas, SMARTS)
3. Access to General Curriculum, Literacy
4. Universal Design for Learning – Assistive Technology
5. Curriculum Based Measurement
6. Collaboration

C. Suggested Activities

Universal Design for Learning – Assistive Technology
Differentiated Instruction – especially for HS
Collaboration – all levels
Curriculum Based Measurement – all levels
Provide PD training and/or teleconference in differentiated instruction, SMARTS, Curriculum Based Measurement and Collaboration
More PD in the area of differentiated instruction for all teachers, including regular ed. This is a big need for us.
I also would like to have information presented on research based instructional practices as well as reading programs.
Provide PD in all areas listed above for teachers and administrators.
Assist district/DoSE in developing methods to reduce the achievement gaps between sp. ed. and reg. Ed. Students.
Provide models of exemplary programs within the areas listed above.
Any training, information, etc. concerning literacy. We want to close the achievement gap!
Literacy and Technology Resources /Trainings that can apply to teachers
Universal Design for Learning Trainings
Curriculum Based Measurement
Literacy Initiatives for every age
PD on designing curriculum based assessments
PD on designing standards based units of study
PD on diversification of instruction
PD on classroom walkthroughs

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II. School Learning Environment

A. SISI Standard

Standard 4: Learning Environment – School Culture

B. Possible Topics

1. Instructional Discipline Pilot Project
2. Behavior Disability
3. Crisis Management
4. Suspension/Expulsion
5. Drop Out Prevention

C. Suggested Activities

Workshop dealing with effective management of behavior issues in the total school environment, i.e., classroom lunchroom, PE and extracurricular activities
Drop Out Prevention
Suspension/Expulsion
Drop Out Prevention
Instructional Discipline Pilot Project (this is not a requirement, but I would love for our high school to get involved in this)
I personally would like to know what other schools utilize as “punishment” as opposed to suspension of students.
Behavior continues to grow as a need. The Pilot Project would be of interest to our district.
Continue to hold meetings and projects for newly formed Regional Behavior Team to address behavioral issues.
Assist DoSE with obtaining training or PD through CHAMPS Program and assistance with school-wide discipline programs.
Assist district/DoSE with the development of a productive Continuum of Options when dealing with students that have behavioral and mental disabilities.
Assist district/DoSE with developing/enhancing EBD Units (Best Practices or Exemplary Models).
Continued support for classroom teachers when faced with challenging behaviors from a student.
PD opportunities that address the Principal's role in Discipline
Attitudinal change factors for more Positive approaches
Addressing mental health issues in the school setting
Anything on addressing behavioral challenges
Alternatives to Suspension for IEP kids
PD on Behavior Intervention Planning
PD on Crisis Management

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III. Student, Family and Community Support

A. SISI Standard

Standard 5: Learning Environment – Student, Family and Community Support)

B. Possible Topics

1. Parent Involvement
2. Preschool Transition
3. Secondary Transition
4. Individual Graduation Plan

C. Suggested Activities

Individual Graduation Plan
Preschool Transition – we will probably have new staff who will need this
PD training for parent involvement
Update interagency agreement and provide follow-up training
I feel that we continue to have need in the area of secondary transition. I think LeAnn's work needs to continue especially in working with individual schools and/or individuals.
<ul style="list-style-type: none"> o Continue to provide professional development to teachers and administrators on transitioning. o Activities for school districts to better involve parents in the transition process. o Develop interagency contracts.
Continue the transition team and the good work they are doing.
Continued networking to enhance information sharing among parents
Continued ability to refer parents to Pat Gilmer and any others like her that we could secure
Preschool Transition activities
Secondary Transition (Continue with this initiative)
IEP/IGP
Working with parents of First Steps children prior to the child turning 3

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IV. Highly Qualified Teacher Training

A. SISI Standard

Standard 5: Learning Environment – Professional Growth, Development and Evaluation)

B. Possible Topics

1. Emergency/Probationary Certificates
2. Alternative Certification Programs
3. Professional Learning Communities

C. Suggested Activities

Continue to provide the PD needed by E/P teachers
Understanding of NCLB and HQ teachers – How can we help special Ed. teachers become HQ
Provide open dialogue opportunities between Universities and EPSB. Provide meetings or opportunities that the DoSE can meet with University Professors to better develop undergraduate and graduate programs. Continue Regional Teams in various categories (i.e. Regional Autism Team, etc.).
PD to help some teachers become Highly Qualified.
Continued resource information to help the DOSE help the teachers.
Continue to offer PD for our less experienced teachers in as many areas as possible.
Plan trainings for both REG and Special ED. Teachers in needed areas

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V. Leadership Support

A. SISI Standards

Standard 7: Efficiency – Leadership

Standard 8: Efficiency – Organizational Structure and Resources

Standard 9: Efficiency – Comprehensive and Effective Planning)

B. Possible Topics

1. No Child Left Behind
2. IDEA Reauthorization
3. District Monitoring (KCMP)
4. Mediation, Complaints, Hearings
5. Policy & Procedure Implementation
6. Futures/Trends Planning

C. Suggested Activities

Workshop on implementing NCLB
Update IDEA Reauthorization
Produce or update KCMP notebook
NCLB
District monitoring – especially if the procedure changes
IDEA Reauthorization
More PD in the area of differentiated instruction for all teachers, including regular ed. This is a big need for us.
I also would like to have information presented on research based instructional practices as well as reading programs.
We like continued information on NCLB and ways to improve gaps. Reauthorization updates will be a need once finalized. The KCMP will continue to be a need especially as the document changes for next year so the committee will need to develop ways of helping the districts collect and utilize the data in a meaningful way.
<ul style="list-style-type: none"> o Provide PD on IDEA Reauthorization o Provide support and continued PD for the DoSE in the area of Continuous Monitoring. o Identify best practices for reducing the achievement gap. o Provide training for DoSE on Mediation, Complaints and Hearing.
Continued support on NCLB as well as KCMP.
Subtleties of Procedure Implementation- So many student scenarios require an interpretation of policy that is daunting.
Continue with NCLB and IDEA Reauthorization
KCMP activities
Futures/Trends Planning
Updates on IDEA Reauthorization
Updates on revised KCMP

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VI. Local Priorities

Local Priorities currently include psychoeducational evaluations and universal design for learning initiatives. Please identify what local priorities should be addressed in the next grant period.

Continue providing behavior consultation and low incidence technically difficult assessments
Evaluations – when parents request an outside eval
AT evals
Trainings on Batelle, Dial 3 for preschool, early childhood staff
I would like to see the psychologist group continue as well as the other groups such a technology, etc. I think these are very valuable to our teachers and districts.
I think behavior is a hot topic that our teachers and principals would like to receive more help with.
Achievement Gap Behavior Issues Collaboration between Sp. Ed. And Regular Ed.
Transitioning
Evaluations on an as needed basis. Literacy! Literacy! Literacy!
Assistive Technology with increasing resources for technical assistance particularly with Read/Write Gold
Continue evals and FBAs
Assistive Tech. Support in all areas
Consultations as needed
Offer trainings in doing FBAs and BIPs for capacity building
Universal Design for Learning

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PUBLIC NOTICE - Newspaper

This notice appeared in the Park City Daily News, the major newspaper for Bowling Green and surrounding area.

The Caveland Educational Support Center (CESC) is preparing an application for the use of federal funds to help meet the excess costs for educating children and youth with disabilities, ages 0-21, in the school districts of: Allen, Barren, Bowling Green, Butler, Caverna, Cumberland, Edmonson, Glasgow, Green, Hart, Logan, Metcalfe, Monroe, Russellville, Simpson, Todd, and Warren. A draft copy of this application is available for inspection for a period of 15 days in the CESC office. We invite you to make us aware of any comments or concerns. Request for inspection should be made to CESC Director, Caveland Educational Support Center, 1790 Normal Drive, Bowling Green, KY 42101, (270) 745-5363.

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Public Notice – Website

Welcome to the Caveland Educational Support Center - Microsoft Internet Explorer

File Edit View Favorites Tools Help


CESC
Caveland Educational Support Center

"All Students, All Successful, All the Time"

GRREC	Online Registration	WKU
Staff E-mail	KDE	CEC

CAVELAND EDUCATIONAL SUPPORT CENTER

[Click Here for More Pages](#)





Welcome to the website for the Caveland Educational Support Center

Upcoming Professional Development
July 1 & 2 - Wilson Reading System Workshop
July 13 - Teacher Preparation for 2004 Job & Transition Fair (Morning and Afternoon Sessions)
July 27 - IEP Training
August 27 - Teacher Preparation for 2004 Job & Transition Fair (Morning and Afternoon Sessions)

PUBLIC NOTICE

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 CESC Grant 2004-2006

 CESC Grant 2004-2006

If you have any questions or comments concerning the CESC Grant, please type them in the box below. Your question will be answered

Start | 75 °F | Thursday, June 10, 2004